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cesses as lower forms of "intelligence." This classification together of physiological and conscious processes as "intelligence" seems to the reviewer unnecessarily to neglect the differences between them and to rest in many cases on mere analogy, as when the acquirement of immunity to disease is compared with learning.

The chapter on learning is divided according to a similar classification to those just mentioned into physiological, sensory-motor, representative, conceptional and combination learning. Under the last head is discussed the learning activity in some of the school subjects, as writing and reading.

In general, the reader feels that the book is more satisfactory in its detailed treatment than in its general organization. The same material is treated in different places from slightly different points of view and this is confusing. In many places also the general lines of development might be brought out more clearly instead of treating the facts in isolated groups and allowing the reader to trace the course of development, as in the chapter on "Types of Animal Behavior."

The student of education, however, will find much in the book that is valuable. It enforces the general point of view of mental life as a development and traces the course of the development in detail. The author gives evidence of a wide acquaintance with the facts and gives a comprehensive list of sources at the end of each chapter.

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The Ninth Yearbook of the National Society for the Study of Education: Health and Education. By THOMAS DENISON WOOD, A.M., M.D. Chicago: The University of Chicago Press, 1910. Pp. 108. 75 cents net.

This volume gives, in the compass of 108 pages, a comprehensive and systematic statement of the various lines of activity which the school may undertake in order to improve the physiological condition of pupils and to build up, through physical exercise, strong, healthy bodies.

After a brief introduction, the first section of the book gives an account of the health examinations which should be made when children enter school and during the successive years of their study. The material thus collected at several centers in this country is of very great value in determining the norm or standard of physical health which should be maintained in the schools. Elaborate tables are here presented summarizing the results of such investigations, and blanks are described in detail which should be filled out during the physical examinations. Attention is also directed specifically to the chief physiological defects which will be observed in children.

The second section is a brief one and deals with the problem of ventilation and cleanliness in the school building. This section is not exhaustive, but it suggests a number of problems to which the teacher's attention should be directed. With the aid of the bibliography, which appears at the end of the book, the section can be made very instructive.

Two sections now follow, one dealing with the hygiene of instruction, where

the problem of fatigue and eye-strain and sleep are discussed, and a section on health instruction in which a plan is outlined for teaching the children personal hygiene. This part of the book might have been elaborated to very great advantage, as the ordinary teacher undoubtedly finds it very difficult to select the problems which can be taken up appropriately in a course in hygiene.

A final section on physical education gives in detail the various exercises which can properly be used with school children. A number of games are also mentioned and an appropriate sequence of these games is suggested.

Taken as a whole, the volume will be very useful in calling attention to the various aspects of physical health in the school. The whole topic is one which is receiving great attention at the hands of teachers, and anything which opens up the field in such a comprehensive way will be welcome. The book would make a very valuable introduction for teachers' meetings on the subject of physical health.

C. H. J.